DOCUMENT RESUME

ED 428 110 TM 029 576

TITLE	Assessment Standards for Missouri Public Schools.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE	1998-06-00
NOTE	33p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; *Academic Standards; *Educational Assessment; Elementary Secondary Education; Models; Performance Based Assessment; *Public Schools; State Legislation; State Programs; *Test Construction; Test Use
IDENTIFIERS	*Missouri

ABSTRACT

This document describes state and local elementary and secondary education standards developed for academic achievement and assessment of student progress in Missouri. In response to the Outstanding Schools Act of 1993, the Show-Me Standards were established to represent knowledge students should acquire and how they should be able to communicate and apply it. Curriculum frameworks have been developed to ensure that students gain the competencies designated in the Show-Me standards. The Missouri Assessment Program (MAP) is the statewide program to assess proficiency in mathematics, science, communication arts, and social studies through multiple-choice, constructed-response, and performance-based measures. General assessment requirements at the local level include requirements for administering the MAP as well as the outlines for assessments developed by the school districts. The grade-level assessment requirements are outlined, and the state's requirements for special needs assessments are described. Appendixes include a discussion of what state law says about standards and assessment, the Show-Me standards, and the state's student assessment rule. A glossary of assessment terms is included. (SLD)

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ED 428 110

Assessment Standards

FOR

Missouri Public Schools

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Missouri Department of Elementary and Secondary Education

Robert E. Bartman, Commissioner

June 1998

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ROBERT E. BARTMAN
Commissioner of Education

DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102-0480

We are pleased to provide the latest revision of "***The Assessment Standards for Missouri Public Schools.***" This updates a previous manual to reflect the move from the Missouri Mastery and Achievement Program (MMAT) to the new Missouri Assessment Program (MAP). This publication is intended to underscore the need to assess students' educational needs and progress effectively, using a comprehensive assessment program.

Assessment implies the use of a variety of means to determine students' capabilities. On the new MAP, students are not only asked to demonstrate that they have acquired certain skills and competencies related to "The Show-Me Standards," they are also asked to demonstrate that they can apply those skills through performance activities. We must expect all children to master the competencies and skills essential to a productive life. However, in most activities in life after high school, students do not take a multiple-choice test. They must apply the skills and competencies they have acquired for effective problem solving and decision making. Using assessment tools in school that require students to demonstrate application of knowledge will enhance their preparation for situations they will face in "the real world."

The new assessment requirements for school districts gives them much more flexibility in designing an assessment program that fits their local needs. Although this publication specifies minimum standards local districts must meet to be in compliance with classification and accreditation standards established by the State Board of Education, I hope you will develop an assessment plan which reflects the needs of your own district. The development of an assessment plan for your district is the first step toward the thoughtful use of data to improve student achievement. The staff of the Assessment Section of the Department of Elementary and Secondary Education will be pleased to assist you in developing an effective assessment plan.

These standards become effective for the 1998-99 school year.

Sincerely,

Robert E. Bartman

Robert E. Bartman
Commissioner of Education

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I

Reasons For An Assessment Program

In a policy statement, adopted April 27, 1995, Missouri's State Board of Education designated the purposes of the assessment program as:

- improving students' acquisition of important knowledge, skills, and competencies;
- monitoring the performance of Missouri's educational system;
- empowering students and their families to improve their educational prospects; and
- supporting the teaching and learning process.

An assessment system serves these purposes by supplying data that can be used to make more informed educational judgments and decisions concerning individual students, groups of students, and educational programs. The effectiveness of an assessment program depends on the wise choice of assessment methods, appropriate administration procedures and accurate interpretation of results. There are three major uses of assessment results: instructional, guidance and counseling, and administrative.

INSTRUCTIONAL USES

Information obtained through assessment may be used to review and improve both student performance and the content and process of instruction. Achievement test results can assist teachers in monitoring individual student learning and in identifying specific strengths and weaknesses in classroom curriculum and instruction. The use of assessment results to appraise the necessity for reteaching and to guide instructional reorganization should assist educators in making instruction more effective for each student.

GUIDANCE AND COUNSELING USES

Assessment information can be used by students, parents, and advisors or counselors to make cooperative decisions about students' personal and educational choices. Information from assessments should be combined with other relevant information to help a student:

- understand his or her achievement and academic needs;
- plan a school program of studies;
- make vocational and career decisions;
- plan for college or advanced training; and
- make wise personal decisions.

ADMINISTRATIVE USES

Individual student results may be used in combination with other information to help screen and select students for participation in certain school programs (for example, special education, compensatory education, or gifted education).

Information about the test performance of students in a building or district may be used to inform parents, the school board and the public about the effectiveness of schooling. Analysis of student performance reveals trends that will aid in setting priorities, planning the curriculum, revising instructional practices, and evaluating the progress of educational programs.

II

Overview of the Missouri Assessment Program

In response to the Outstanding Schools Act of 1993, Senate Bill 380 (Appendix A), the State Board of Education directed the Missouri Department of Elementary and Secondary Education (the Department) to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school and to assess student progress toward those academic standards. The Department worked with teachers, school administrators, parents, and business professionals from throughout the state, first to craft the standards and later to develop means by which to assess them.

THE SHOW-ME STANDARDS

The Show-Me Standards (Appendix B) depart from the "Key Skills" established by the Excellence in Education Act of 1985 by requiring students not only to acquire knowledge but to be able to communicate and to apply their knowledge in a variety of settings. While the Show-Me Standards do not represent everything a student will or should learn, graduates who meet these standards should be well prepared for further education, work and civic responsibilities.

MISSOURI FRAMEWORKS FOR CURRICULUM DEVELOPMENT

Curriculum frameworks were mandated by The Outstanding Schools Act to provide guidance to districts in planning curricula designed to ensure that students attain the knowledge, skills and competencies designated by the Show-Me Standards. The curriculum frameworks are not intended to constitute a statewide curriculum. Rather, each provides a model for curriculum development that school districts may choose to use if it fits their local needs. The curriculum frameworks for each of the six content areas include:

- an overview of education in Missouri in that content area;
- a listing of what students should know and be able to do at the elementary, middle and high school levels;
- suggested learning activities to develop pertinent knowledge and skills; and
- discussion of relevant educational issues and practices.

Assessment Annotations for the Curriculum Frameworks show what is "fair game" for assessment in each subject area at the "benchmark" grade levels designated for statewide assessment. Curriculum frameworks and assessment annotations are available through the Department's Curriculum Services Section at (573) 751-2625 or (573) 751-4608.

STATEWIDE ASSESSMENT

The **Missouri Assessment Program (MAP)** is designed to reflect both the intentions of legislative reforms (Appendix C) and what educators believe to be best practice in assessment and instruction. The MAP will assess proficiency in mathematics, science, communication arts, and social studies at a statewide level once at each of three grade levels, elementary, middle, and high school, and will assess health/physical education at grades 5 and 9. Statewide assessment of Fine Arts [grade level(s) not yet determined] and an Alternate Assessment, modified for Special Education students comprising less than 2% of the population, are also planned.

State-level subject area assessments are comprised of three types of items: multiple-choice items, constructed response items and performance events. The Department initially plans to create three equivalent forms of each subject area assessment, to administer one form in each designated grade level per year, and to release some constructed-response items and performance events for schools to use for instructional or local assessment purposes.

Multiple-choice items present students with a question followed by four or five response options, one of which is correct. The advantages of these items are: 1) they are effective in measuring students' breadth of content knowledge; and 2) a large number of these items can be administered and scored in a short amount of time. The major limitation of multiple-choice items is that they do not adequately measure students' ability to apply what they know. The survey portion of TerraNova, a nationally norm-referenced test developed by CTB/McGraw-Hill, will be used as the multiple-choice component of the MAP in mathematics, communication arts, science, and social studies.

Constructed-response items require students to supply (rather than select) an appropriate response. Students might be asked to provide a one-word answer, complete a sentence or show their work in solving a problem. In addition to measuring students' content knowledge, constructed-response items can provide some information about how students arrived at their answers. These items are more time consuming than multiple-choice items to administer and score; however, they provide more information about students' understanding and thinking.

Performance events measure students' knowledge, and their ability to apply that knowledge in problem situations. The performance events used in MAP may require students to work through a complex problem or present a written argument. Depending upon its demands, students might be expected to take up to 45 minutes to complete a performance event. Performance events generally allow for more than one approach to arriving at a correct solution. The advantage of this type of assessment item is that it provides insight into students' ability to apply knowledge and understanding in various situations. The disadvantage is that performance events are time consuming and costly to produce, administer, and score.

TIMELINE FOR PHASING IN THE STATE ASSESSMENT

The mathematics portion of the MAP was available for district use in the spring of 1997 and will be required in the spring of 1998. Assessments in other content areas are being phased in as they are developed. Each subject area assessment will be available to school districts on a voluntary basis in the first year of its administration. Districts will be required to administer each assessment in the second and subsequent years. The complete state assessment package should be fully implemented by the spring of 2001. Teachers will administer the MAP at designated grade levels each spring. The testing window is the same for all subject areas.

The proposed timeline and grade levels for statewide testing is as follows:

Subject	Field Test*	Assessment Available	Assessment Required	Grades Tested
Mathematics	Fall 1996	Spring 1997	Spring 1998	4, 8, 10
Communication Arts	Fall 1997	Spring 1998	Spring 1999	3, 7, 11
Science	Fall 1997	Spring 1998	Spring 1999	3, 7, 10
Social Studies	Fall 1998	Spring 1999	Spring 2000	4, 8, 11
Health/Physical Education	Fall 1999	Spring 2000	Spring 2001	5, 9
Fine Arts	Fall 1999	Spring 2000	Spring 2001	**
Alternate for special needs students	1998/1999	1999/2000	2000/2001	***

*Field tests are conducted in order to refine the final instrument for statewide use. Districts do not receive field test results.
** to be determined
*** The Alternate is designed for students whose cognitive impairment precludes participation in subject area assessments. When students take the Alternate will be determined by age rather than by grade level.

INCLUSION IN THE STATE ASSESSMENT

Local school districts will account for all students enrolled in their school district at the time of the MAP administration. This accounting is accomplished by reporting all enrolled students in one of the following categories:

- participating in the MAP or, if appropriate, a portion of the MAP under standard conditions;
- participating in the MAP or, if appropriate, a portion of the MAP with accommodations that have been approved by DESE for the specific content area being assessed;
- participating in an Alternate Assessment based upon the Show-Me Standards; and
- not participating in MAP or the Alternate Assessment due to extended absence from school or exemption based upon consideration of the student's LEP or IEP.

All enrolled students in designated grade levels - except those whose Individual Education Program (IEP) or whose level of English proficiency indicates that such testing is not appropriate - will, where possible, participate in the MAP, either under standard testing conditions or with accommodations.

Decisions about whether student with disabilities as defined by the Individuals with Disabilities Act (IDEA) should participate in MAP assessments should be made by an IEP team annually, based on the goals of that student's instruction. Students with disabilities whose instructional goals are expected to lead to typical work and life experiences should participate in all subject areas in which they are receiving instruction in the related content-oriented Show-Me Standards. Students whose IEP team determines he/she cannot participate in MAP subject area assessments will be assessed by means of an alternate assessment. Decisions about participation should not be based on program setting, category of disability, or percentage of time in the regular classroom. Reasons for exclusion from MAP testing must be documented in the IEP.

The MAP should be administered to students whose first language is not English and whose proficiency in English is limited (LEP) as soon as it is determined that doing so will provide instructionally useful information. Documentation justifying district decisions made regarding the testing or non-testing of LEP students must be kept in their students' permanent files. Students will be required to participate in the MAP assessment after being in one or more Missouri schools for more than one calendar year, unless their level of English proficiency precludes participation. Once students have been exempted from one or more MAP assessments in a given year, those students may not be exempted from any MAP assessment in subsequent years. Information regarding the determination of whether to exempt LEP students can be obtained from the Federal Grants Management Section at (573) 751-3468.

SCORING THE STATE ASSESSMENT

Several methods are used to score the different components of the state assessment. Multiple-choice items are machine scored. To ensure that the state assessments are scored quickly and that results are returned to districts in a reasonable amount of time, constructed-response items and performance events are hand scored by professional item readers. Uniformity of scoring is ensured by rigorous training and the use of item-specific scoring guides. Scoring is organized and conducted by Missouri's contractor CTB/McGraw-Hill. The Department will monitor the reliability and validity of each subject area scoring by organizing groups of Missouri teachers to re-score a representative sample of student responses.

REPORTING

Districts will have individual student, classroom, building, and district-level results by mid-August, following the administration of the assessment. A report of state results will be released after the start of the school year.

The Individual Student Report will describe the performance of a single student on the MAP. This report will provide the student's overall achievement in a subject area, and an indicator of the student's performance on each assessed content standard relative to the performance of proficient students' performance on that standard. When MAP is fully implemented, the Individual Student Report will also combine information from several subject area assessments to provide the student's performance on the process standards. A national percentile rank on the TerraNova Survey that allows the student's performance to be compared to the performance of other students nationwide, is also provided.

The Improving America's Schools Act (see page 16) requires that assessment results be disaggregated by gender, by each major racial and ethnic group, by English proficiency status, by students with disabilities, and by economically disadvantaged students. In accordance with Missouri law, all assessment data identifying individual students will be confidential. Group data reported at the classroom, building, district, and state will be available to the general public.

Questions regarding assessment formats, timelines, administration, scoring, reporting, or assessment in general should be directed to the Department's Assessment Section at (800) 845-3545.

USE OF THE MISSOURI ASSESSMENT PROGRAM

Districts are expected to use MAP results, **in conjunction with other indicators**, to appraise and strengthen their educational programs. Decisions regarding criteria for grade promotion, graduation, and the format of report cards will continue to be made at the district level. .

The Outstanding Schools Act calls for the development of procedures to identify "exemplary" or "academically deficient" schools. Any school that meets the criteria for "exemplary levels" of student achievement for three successive years may request from the commissioner, a waiver of rules and regulations in order to promote flexibility in the operations of the school and to enhance and encourage efficiency in the delivery of instructional services. Any school being considered for the academically deficient rating shall be examined by an audit team to determine the cause of the school's poor performance. If warranted, a management team will identify methods for improvement.

At least one of the criteria used to identify each type of school will relate to student achievement on the MAP. The Missouri School Improvement Program (MSIP) may

begin using MAP results to determine district academic performance as soon as districts have two years of MAP data. To obtain full credit in the current accreditation program, districts will be expected to perform at a consistently high level, or to show improvement over time. Districts may choose to initiate steps toward student accountability on the MAP in ways that are consistent with current local and state policy. Questions regarding the Missouri School Improvement Program should be addressed to the Department's Supervision Section at (573) 751-3190 or (573) 526-3822.

III

General Assessment Requirements

To meet the requirements of the Missouri School Improvement Program and the Outstanding Schools Act, public school districts shall develop an assessment program that provides, as a minimum, the assessment services and activities described in this section. **Additional screening and assessment above the minimum program may be needed for decision-making purposes, and may be required for students involved in some state and federal programs**.

ASSESSMENT PLANS

District assessment programs shall include a comprehensive, board-approved, written plan which district personnel should follow when assessing all students preschool through 12th grade. The assessment program must be approved by the local school board and must be available for review by representatives of the Department upon request and by the Missouri School Improvement Program team at the time of the district's review. Each district's assessment program shall include, at a minimum:

1. state-level assessments in accord with timeline and grade levels shown in Section II. **Off-grade assessment of Show-Me Standards assessed at the state level is not required.** It is likely, however, that districts will find off-grade assessments desirable in order to track student progress, to inform instructional and administrative decisions, to aid counseling, and to prepare students for state-level assessments.
2. a comprehensive strategy for locally assessing student progress on those Show-Me Standards which are not assessed at the state level. Districts may choose among a variety of means at their disposal to assess student performance on those Show-Me Standards not assessed by the MAP. They may, for example, use methods such as portfolios, student demonstrations, commercial assessments, and extended performance tasks that are not practical at a state level. Districts need not coordinate the timing of these assessments with state-level assessments. It is not planned that results of district-level assessments will be integrated into state-level results.
3. provision for assessing (at both the state and local level) special populations including students with disabilities who are eligible to receive special education services, students whose first language is not English, migrant students, and gifted and talented students. Districts are accountable for assessment of all students other than those who may be exempted, as specified by Department guidelines.

In addition to the above, each district's written plan shall include:

- the names of assessments to be used at each grade level and the purposes for administering each test or assessment procedure;
- documentation of how the local assessment program assesses students' proficiency in each locally assessed standard, enabling teachers to evaluate students' actual academic performance;
- development procedures for any locally developed test;
- the name or position of the staff member responsible for coordinating the assessment program;
- the position of the person expected to administer each assessment (for example, homeroom teacher, first-hour teacher);
- a written testing calendar that includes the dates on (or windows within) which specific tests will be given;
- a description of how assessment results will be used and disseminated;
- provisions for in-service training of staff regarding assessment-related issues;
- provisions for all students to learn pertinent test-taking skills;
- a policy to ensure test security; and
- provisions for the identification of areas for instructional improvement

TEST SECURITY

Missouri Assessment Program (MAP) tests are secure materials. Districts must develop sound security procedures to protect the integrity of test results. School personnel responsible for MAP testing must ensure that all test materials are secure at all times. No testing materials may be copied, duplicated, or made accessible to personnel not responsible for testing. When not in use, test books and answer sheets must be kept in a locked room or cabinet in the school building to prevent unauthorized access. After test administration, all test booklets, used and unused, must be returned to the district's test coordinator.

School personnel responsible for the district assessment program shall develop a written, board-approved test security policy which meets the needs of the district and ensures maximum test security. This policy must include:

- names or positions of persons who will have access to MAP tests;
- specification of storage areas for test materials before and after test administration;
- instructions for personnel who are to administer MAP tests;
- a list of actions the district considers to be inappropriate;
- sanctions against inappropriate actions; and
- careful accounting procedures for all MAP material.

The procedures and security measures outlined in this document should help prevent unfair practices (such as, any practice that results in scores that reflect more or less than is warranted by knowledge and competency of the student(s) taking the

assessment). However, should breeches of security or conduct occur, the Department should be notified and appropriate sanctions invoked.

TEST ADMINISTRATION

MAP testing will adhere to all procedures described in the Test Coordinator's Manual and the Examiner's Manual that accompany MAP assessments. Students should be tested under conditions that enable them to perform to the best of their ability. For example, it is recommended that the three sessions that comprise each assessment be administered over two to three days. The school should provide an appropriate testing environment, reasonably free of distractions and impediments. All students should be provided the opportunity to learn test-taking skills. Documentation should be maintained showing that students have had this opportunity.

ACCOMMODATIONS

The statutory language of the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 require students with disabilities to be included in statewide and district assessment programs, with appropriate accommodations where necessary. Accommodations are designed to provide all students with an equal opportunity to demonstrate what they know and can do. Accommodation procedures include adjustments in:

- the assessment setting (for example, testing individually or in a small group);
- how items are presented (for example, oral reading of assessment);
- how students are required to respond (for example, dictation to a scribe);
- timing of the assessment (for example, more frequent breaks during testing);

Permissible accommodations for students with Limited English Proficiency (LEP), Individual Education Plans (IEPs), and Individual Accommodation Plans (IAPs) are listed in the Examiner's Manual that accompanies assessments for each subject area.

IN-SERVICE ACTIVITIES

Each district shall provide in-service training to its educational staff to ensure skilled administration of tests in an appropriate testing environment, coordination of the testing program, effective teaching of test-taking skills, and appropriate use of test results in improving individual and group instruction at all grade levels. **Districts should recognize that student performance on the MAP is the responsibility of all professional staff, not only teachers of grade levels at which the MAP is administered.** Documentation should be maintained showing that targeted professional development activities have been provided. Information regarding assessment and related training opportunities is available from Regional Professional Development Centers and Regional MAP offices.

PROGRAM EVALUATION

Public school districts are required to evaluate their educational programs in all instructional areas for all student populations at all levels. At least annually, the local board of education will review test results, including longitudinal student performance data to evaluate the effectiveness of existing programs and to make decisions regarding changes in instructional material, instructional strategies, resource allocations, and curricula. (Requirements for disaggregation of performance data are given in the Missouri School Improvement Program Standards and Indicators Manual available from the Department's Supervision Section at (573) 751-4426.

DISSEMINATION OF ASSESSMENT RESULTS

Each school district shall regularly inform students, parents, other constituents and the general public about its assessment program. Information shall include the purposes for which assessments are administered, test dates, groups of students tested, the results of testing (group achievement test data), changes in scores from previous years, and plans for utilizing test results to improve instruction. Teachers shall be given the results of tests and shall be provided assistance in interpreting these results.

IV

Grade Level Testing Requirements

Preschool: The Early Childhood Development Act (Senate Bill 658) authorizes state funding for preschool screening. School districts shall offer developmental screening to eligible children, ages 1 through entrance into kindergarten in the areas of general development, language, hearing, vision, and physical development. Family participation is voluntary and free to parents.

The Early Childhood Development Act Program Guidelines and Administration Manual, available from the Department's Early Childhood Section at (573) 751-2095, contains specific requirements and suggestions for preschool screening. Manuals are also available which provide school personnel with specific information regarding screening in the areas of vision, hearing, and physical development.

Kindergarten: The Department recommends that districts conduct a kindergarten screen prior to or during the first two weeks of kindergarten as a part of the Special Needs Assessment. (See page 14.)

Kindergarten: No assessment required.
Grade 1: No assessment required (see Title I requirements, page 15).
Grade 2: No assessment required.
Grade 3: Science and communication arts MAP Assessments required.
Grade 4: Mathematics and social studies MAP Assessments required.
Grade 5: Health/physical education MAP Assessment required.
Grade 6: No assessment required.
Grade 7: Science and communication arts MAP Assessments required.
Grade 8: Mathematics and social studies MAP Assessments required.
Grade 9: Health/physical education MAP Assessment required.
Grade 10: Mathematics and science MAP Assessments required.
Grade 11: Communication arts and social studies MAP Assessments required.
Grade 12: No assessment required.

The grade level(s) for assessment of the Fine Arts have not yet been determined.

Scholastic Aptitude Battery: At grades 10, 11 and 12 each student shall be informed of and assisted in registering for and taking scholastic aptitude batteries such as the PSAT, SAT, PACT and ACT as appropriate for individual student needs and choice of college. Results should be combined with other information to assist in the provision of educational and vocational guidance and counseling.

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Career Assessment and Career Interest Inventory: At least once in grades 7 or 8 and in grades 10 or 11 students should have the opportunity and be encouraged to complete a career assessment or career interest inventory to provide information with which to systematically develop a 4 to 6 year educational plan. All students should complete a career assessment or career inventory in order to effectively plan short-range and long-range educational/career paths.

Vocational Interest Inventory and Vocational Aptitude Battery: At least once in grades 7-10, but no later than the beginning of grade 10, all students should have the opportunity and be encouraged to complete a vocational interest inventory and a vocational aptitude battery.

The results of career assessments, career interest inventories, vocational interest inventories and vocational aptitude batteries should be used in combination with other information in the development of long-range career plans. Districts are encouraged to continue the administration of career assessments and vocational aptitude batteries, as necessary, to meet the educational and career planning needs of students.

As an alternative to standardized testing, districts may provide a comprehensive career awareness, career exploration, and career planning program, K-12, to assist students in determining early career interests and planning appropriate courses of study. Districts using such a program must ensure that all students have access to the program and are encouraged to participate.

Funds are available through the Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L.101-392) for districts serving special population students in vocational education programs. Districts receiving such funds must assess the interests, abilities, and special needs of each student served in order to formulate a realistic, individualized vocational plan. Ideally, assessment should be conducted the year prior to students' placement into a vocational program. Special population students often require extensive vocational assessment to fairly and accurately evaluate their level of functioning. Districts may use Carl D. Perkins funds to assist them in providing comprehensive evaluation services.

For specific information concerning vocational assessments and the requirements of the Carl D. Perkins Act, contact the Department's Vocational Special Needs and Guidance Services Section at (573) 751-1394.

V

Special Needs Assessments

The Missouri School Improvement Program and, in some cases, federal or state statutes require districts to develop systematic means to identify and assess the educational needs of the following groups:

- qualified individuals with disabilities under Section 504;
- children with disabilities under IDEA;
- students whose native or home language is other than English;
- gifted/talented students;
- educationally disadvantaged students;
- students with reading difficulties;
- students at risk of educational failure;
- migratory children; and
- homeless children.

INDIVIDUALS WITH DISABILITIES UNDER SECTION 504

Section 504 of the *Rehabilitation Act of 1973* provides that qualified individuals with disabilities cannot by reason of their disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The term program or activity includes all programs or activities of the Department and all school districts receiving federal funds regardless of whether the specific program or activity involved is a direct recipient of federal funds. A person is considered disabled under section 504 if he/she has a physical or mental impairment which substantially limits one or more major life activities, has a record or history of such an impairment or is regarded as having such an impairment.

Section 504 is much broader than the IDEA: there is no categorical listing of disabling conditions. However, if a child is IDEA eligible, he or she will also be protected under Section 504. The regulations also make clear that certain conditions, such as drug or alcohol addiction, heart disease, etc., which would not qualify a child under the IDEA, may be disabling conditions under Section 504. Examples of other potentially disabling conditions under Section 504 are: communicable diseases, temporary disabling conditions, attention deficit disorder (ADD) chronic asthma and severe allergies, physical impairments such as spinal bifida, and diabetes. Further information regarding Section 504 is available from the Office of Civil Rights at (816) 880-4200.

CHILDREN WITH DISABILITIES AS DEFINED BY IDEA

The Individuals with Disabilities Education Act (IDEA) requires all children, ages birth-21, be screened to identify potential problems in vision, hearing, health/motor skills, cognition (including adaptive behavior), academic achievement (pre-academic for pre-kindergarten, transition/vocational for older students), speech/language, and social/emotional/behavioral development. Assessment information obtained for instructional or guidance and counseling purposes should be considered in addressing these areas.

Review of screening data can assist the district in the identification of students who are in need of more in-depth, problem-specific assessment. Broad spectrum screenings are not considered appropriate for diagnosing disabling conditions or determining placement for special education.

Diagnosis of an educational disability and eligibility for special education services should be part of a comprehensive evaluation process which also determines children's educational needs. Questions regarding the identification and diagnosis of students with disabilities and the requirements for reevaluation should be addressed to the Department's Division of Special Education (573) 751-0699.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Districts are required to identify all students whose first language is not English upon entry into the district. A brief screening questionnaire regarding the student's first language and the language spoken by members of the student's immediate family is the most effective method of identification.

Once a student has been identified as "language minority," an assessment of the student's English language proficiency is required. This assessment may be a combination of formal and informal measures, but must address all four areas of language proficiency: reading, writing, speaking and listening. In addition, some measure of the student's native language proficiency should be obtained. Sources for this information other than testing include teacher observation, family interviews, and prior school records. Students assessed as having English skills below their age appropriate "grade level" are considered "limited English proficient" (LEP).

Determination of appropriate educational services should take into account students' backgrounds, as well as information gleaned from the above sources. A district's program for addressing the needs of LEP students must include clear entry and exit criteria tied to students' ability to access the regular school curriculum. These criteria should be based on 1) formal and informal assessment tools; 2) students' portfolios; 3) classroom performance; and, 4) interviews with students, their teachers, and their families. Questions regarding the identification, assessment, and instruction of LEP

students should be directed to the Department's Federal Grants Management at (573) 751-3468.

GIFTED/TALENTED STUDENTS

Gifted students should be identified at all grade levels in order to provide them with suitable differentiated instruction. The student selection process must consist of at least two stages:

1. screening through multiple criteria that, taken together, constitute a bias-free indicator of possible giftedness (for example, MAP and other test scores, class grades, teacher nominations, demonstrated accomplishments, etc.);
2. individual evaluation and selection based on general mental ability; academic achievement; assessments indicating outstanding creativity, reasoning, and problem-solving ability; and documented evidence of exceptional performance in an academic area or another area related to the design of the gifted program.

The Administrative Manual and Guidelines: State-Assisted Program for Gifted Students, available from the Department's Gifted Education Section of at (573) 751-2453 specifies systematic steps educators should follow in the evaluation and selection of students for placement in a state-assisted program for gifted students.

EDUCATIONALLY DISADVANTAGED STUDENTS

Title I of the Improving America's Schools Act of 1994 (IASA) is intended to ensure that all students, though particularly low-income students, reach higher learning goals. Title I services may target specific students or may be used for overall improvement in high poverty schools. To determine eligibility for services for students from pre-kindergarten to grade 12, Title I requires the use of at least two indicators. Districts should choose reliable and valid measures that address the educational objectives taught in the district. Students from preschool through grade 2 should be selected on the basis of such criteria as teacher checklists, interviews with parents, and other developmentally appropriate measures.

For grades 3-12, standardized test scores should be used as one criteria to determine Title I eligibility. However, if other students at a given grade level are not administered standardized tests, an alternative indicator may be used. Students demonstrating the greatest amount of need, as determined by test scores and other selection criteria, must be given first priority in allocation of services. Other measures, such as teacher observation and classroom performance, should be considered in conjunction with MAP scores and standardized test scores to ensure that all students in need are identified and are placed in appropriate programs. The eligibility and programmatic needs of Title I students must be reevaluated each year.

Further information regarding Title I regulations are available from the Department's Federal Grants Management Section at (573) 751-3468.

STUDENTS WITH READING DIFFICULTIES

Districts need to have a variety of reading assessment tools available for teachers to use in identifying specific reading problems. These assessment tools should range from formal, standardized reading tests appropriate for various grade levels to informal checklists of reading behaviors and informal inventories of word analysis and comprehension skills. In addition, teachers should be provided training in how to conduct and to interpret the results of these assessments and in how to plan instructional strategies based on their interpretations.

AT-RISK STUDENTS

The school district must develop written procedures to identify students at risk of educational failure. In conjunction with community resources, the district will provide appropriate services to meet the needs of identified at-risk students and report school dropouts to the Missouri Literacy Hotline at (800) 521-7323.

MIGRATORY CHILDREN

The school district must systematically identify migratory children, ages 3 - 20, notify the director of the regional migrant center or the state director of their presence, and give full access to all programs and services provided to all other children.

HOMELESS CHILDREN

The district must identify and assesses the educational needs of all homeless children living in the district, in order to provide access to the school of their best interest and to develop policies and provide services that remove barriers to their education.

Appendix A

What the Law Says About Standards, Curriculum Frameworks and Assessment

Excerpts from the Outstanding Schools Act of 1993
(Sections 160.514, 160.518 and 160.526, Revised Statutes of Missouri)

160.514 1. By rule and regulation. . .the state board of education shall adopt no more than seventy-five academic performance standards which establish the knowledge, skills and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; prepare students for post-secondary education or the workplace or both; and are necessary in this era. . .

2. The state board of education shall convene work groups composed of education professionals to develop and recommend academic performance standards. Separate work groups composed of professionals with appropriate expertise shall be convened for each subject area. . .Active classroom teachers shall constitute the majority of each work group. . .

3. The state board of education shall develop written curriculum frameworks that may be used by school districts. Such curriculum frameworks shall incorporate the academic performance standards. . .The curriculum frameworks shall provide guidance to school districts but shall not be mandates for local school boards in the adoption or development of written curricula as required by subsection 4 of this section.

4. Not later than one year after the development of written curriculum frameworks. . . the board of education of each school district in the state shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills and competencies established pursuant to subsection 1. . . Local school boards are encouraged to adopt or develop curricula that are rigorous and ambitious and may, but are not required to, use the curriculum frameworks. . .Nothing in this section or this act shall prohibit school districts, as determined by local boards of education, to develop or adopt curricula that provide for academic standards in addition to those identified by the state board of education. . .

160.518 1. . . .the state board of education shall develop a statewide assessment system that provides maximum flexibility for local school districts to determine the degree to which students in the public schools of the state are proficient in the knowledge, skills and competencies [defined by the state performance standards]. The statewide assessment system shall assess problem solving, analytical ability, evaluation, creativity and application ability in the different content areas and shall be performance-based to identify what students know, as well as what they are able to do, and shall enable teachers to evaluate actual academic performance. . .

160.526 3. The commissioner of education shall establish a procedure for the state board of education to regularly receive advice and counsel from professional educators at all levels in the state, district boards of education, parents, representatives from business and industry, and labor and community leaders pertaining to the implementation of [the provisions above]. The procedure shall include, at a minimum, the appointment of ad hoc committees and shall be in addition to the advice and counsel obtained from the [commission on performance].

Appendix B

THE SHOW-ME STANDARDS

Approved as a final regulation by the Missouri State Board of Education, January 18, 1996

Overview of the Performance Standards

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These proposed standards are the work of that group. The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

The academic standards are grouped around four goals:

- Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.
- Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Overview of the Knowledge Standards

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills would also be incorporated into courses in vocational education and practical arts. Students would acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence would build on the knowledge base acquired at a previous grade level or in a previous course.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of .

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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The text of the Show-Me Standards is available through the World Wide Web, at the Department of Elementary and Secondary Education's home page. The address is http://services.dese.state.mo.us/standards/

Appendix C

Title 5 - DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division 50 - Division of Instruction
Chapter 280 - Testing and Assessment

5 CSR 50-280.010 Student Assessment

PURPOSE: This rule interprets and implements the provisions of the Excellence in Education Act of 1985, section 160.257, RSMo (1994), and the Outstanding Schools Act of 1993, section 160.518, RSMo (1994), which relate to assessment programs in local school districts.

(1) Each local school district shall develop a written plan for assessing all students (including such special populations as students with disabilities who are eligible to receive special education services; students whose first language is not English; migrant students; and gifted and talented students) which meets the standards for the classification and accreditation of public school districts as set forth in 5 CSR 50-340.010.

(2) Each local plan shall include, at a minimum, all available components of the Missouri Assessment Program developed pursuant to the Outstanding Schools Act of 1993, section 160.518, RSMo (with the exception of those districts for whom a waiver has been granted pursuant to subsections 3 and 4 of section 160.518, RSMo). Such assessments shall be used to monitor the progress of ALL students (other than those who may be exempted as specified by Department of Elementary and Secondary Education guidelines) on the Show-Me Standards, and to identify areas for instructional improvement.

(3) Local districts shall include ALL students in the accountability process as set forth in 5 CSR 30-345.010 and applicable federal regulations.

(4) Local district assessment plans shall include methods to assess student progress on those Show-Me Standards which are not assessed by the Missouri Assessment Program.

(5) Upon request, each local school district shall provide the department its local assessment plan, information about test development procedures (if applicable) or any other assessment information the department may require.

AUTHORITY: sections 160.257 and 160.518, RSMo (1994). Original rule filed July 2, 1986, effective Oct. 27, 1986. Amended: Filed Sept. 26, 1988, effective Jan. 27, 1989. Amended: Filed June 30, 1997, effective Jan. 30, 1998.

Glossary

Achievement test - A test that measures knowledge of acquired information and skill mastery, usually attained as a result of planned instruction or training.

Accommodations - Changes in test presentation or response requirements that are designed to provide all students with an equal opportunity to demonstrate what they know and can do. Accommodations do not substantively alter a test's content, level or performance criteria.

Accountability - Being held responsible for implementing, monitoring, and evaluating a process, program, policy, or procedure; for producing specified results or desired outcomes.

Alternate Assessment - A way of gathering information on the performance and progress of students who are unable to participate in the assessments used with the majority of students.

Alternative assessment - See performance-based assessment.

Assessment - The process of collecting, analyzing, and interpreting information about academic performance related to educational goals. Assessments, as opposed to tests, typically employ a variety of procedures for evaluating student work and learning.

Baseline - Data obtained prior to educational intervention or programming, against which future measurements may be compared.

Benchmark - A specified step along a path toward achievement of a goal or standard.

Curriculum alignment - The agreement or match that exists among written curricular specifications, instructional practices and assessment procedures.

Curriculum-embedded tasks or tests - Assessment tools that are developed as part of the curriculum and integrated into instructional practice.

Curriculum frameworks - Guidelines and resources to use as tools in developing standards-referenced subject area or interdisciplinary curricula.

Diagnosis - Delineation of an individual's areas of strengths or deficiencies, used to suggest appropriate educational programs and/or services.

Disaggregated data - Data which has been grouped for analysis on the basis of one or more student variables such as sex, language, race, ethnicity, etc.

Exemption - Release from the assessment requirements to which most students are held.

High-stakes assessment - Assessment leading to decisions that have significant consequences for individuals or school systems.

Inclusion - The participation of students with disabilities with their non-disabled peers in programs and activities.

Individualized assessment - The use of a combination of assessment instruments and/or methods to determine the needs of an individual student and/or a student's eligibility for specific programs and services.

Knowledge (content) standards - The foundation of facts and basic skills in the traditional subject areas that students should learn by the time they graduate from high school.

Missouri Assessment Program (MAP) - One of several educational reforms mandated by the Outstanding Schools Act, the MAP is responsible for developing performance-based assessments that measure student achievement on the Show-Me Standards.

Missouri School Improvement Program (MSIP) - A Departmental monitoring program designed to promote excellence in the public schools of the state. MSIP teams periodically evaluate each district for classification and accreditation according to resources, process, and performance areas.

Modification - A substantive change in what a student is expected to demonstrate through assessment, such as changes in instructional level, content or performance criteria.

Norm-referenced test- A test in which student or group achievement is determined by comparison to a reference group of others who have taken the same test.

Outstanding Schools Act - Enacted by the Missouri Legislature in May 1993, the Outstanding Schools Act (also known as Senate Bill 380) established a variety of programs and policies designed to address the quality of Missouri's public schools and the inequity of the state funding system.

Percentile rank - A measure of relative standing that show the percent of scores in a given distribution that fall below a specified score.

Performance-based assessment: Sometimes referred to as alternative assessment, performance-based assessment often incorporates traditional test elements, but relies on multi-step exercises that require students to confront consequential issues and to design solutions to complex problems.

Performance (Process) standards - Interdisciplinary cognitive and communicative competencies that enable students to use their knowledge effectively.

Reliability - The extent to which a test is consistent in measuring whatever it measures or the degree to which the test is dependable, stable, and free of errors of measurement.

Scoring guides - Also called rubrics, scoring guides state the criteria that enable scorers to classify student responses to constructed responses or performance items in accord with the extent to which it meets a content or performance standard.

Screening - A procedure for looking at a total population of students to decide which students may need further assessment to determine their need and eligibility for special programs.

Show-Me Standards - Thirty-three knowledge (content) standards and 40 performance (process) standards adopted by Missouri's State Board of Education in 1996. The Show-Me standards define the knowledge, skills and competencies necessary for students to advance through the public school system, graduate from high school, and to be adequately prepared for postsecondary education, the workplace and civic responsibilities.

Special population students - Students who may require special services and/or assistance to succeed in an education program. Special population students include non-traditional students, gifted students, students who are disabled or disadvantaged (economically or educationally), and those who are limited English proficient, criminal offenders, dropouts or potential dropouts, migrants, or foster children.

Validity - The extent to which a test measure what it is intended to measure.

Vocational aptitude battery - a test or series of tests by which a number of different abilities are assessed in order to identify vocational areas of relative potential strength.

Vocational interest inventory - an instrument through which an individual expresses his or her degree of preference for specific job activities, school subjects, hobbies, or sports in order to identify vocations he or she may find personally satisfying.

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